



Journal Homepage: -www.journalijar.com
**INTERNATIONAL JOURNAL OF
 ADVANCED RESEARCH (IJAR)**

Article DOI:10.21474/IJAR01/8536
 DOI URL: <http://dx.doi.org/10.21474/IJAR01/8536>



RESEARCH ARTICLE

ATTITUDES TOWARDS READING AMONG PRE-SERVICE ENGLISH AS A SECOND LANGUAGE (ESL) TEACHERS.

Beatriz G. Clemente and Gemma R. Pascual.
 Cagayan State University.

Manuscript Info

Manuscript History

Received: 11 December 2018
 Final Accepted: 13 January 2019
 Published: February 2019

Key words:-

attitude towards reading, English as a Second Language, pre-service teachers.

Abstract

The study generally aimed to determine the attitudes of the English as a Second Language (ESL) pre-service teachers at Cagayan State University. Specifically, it aimed to find out the personal and home-related profiles of the ESL pre-service teachers, their attitudes towards reading, and the relationship between their attitudes towards reading and select profile variables. The study used the descriptive correlational design. Data were collected through a questionnaire and an attitudinnaire from the 426 purposively sampled ESL pre-service teachers. Data were analyzed using descriptive statistics. It also utilized the 3-point scale to determine their media exposure. Moreover, Pearson r was used to test the relationship between attitude towards reading and select profile variables. .

The pre-service ESL teachers developed a positive attitude towards reading. They believe that reading touches the emotions, develop the talent, improves values formation both personal and professional, strengthens self-discipline, develops strong regard for others, and involves efforts to succeed in a reading task.

Moreover, the age, sex, educational attainment of the students' mothers, the grade point average of the students and their exposure to media significantly affected their attitude towards reading.

Copy Right, IJAR, 2019,. All rights reserved.

Introduction:-

Reading is an essential part of our daily lives. We read every day. We read the daily newspapers; we read instructions in recipe books, road signs, manuals, and many others. Students across year levels also read an array of instructional materials like books, journals, articles and other valuable references. Hence, days would not go by without us reading anything we could lay our hands on. Through reading, we get to know the information about what is happening around us.

As noted by Lawal (2008), the bedrock of the reading culture is the awareness of the tremendous values of reading in the modern world that is increasingly complex and insecure. The values inherent in reading extensively cannot be exhausted within the framework of this study. Suffice it to conclude that reading leads to emotional maturity, social awareness, intellectual vigor, and economic self-sufficiency. As Unoh, 1983 and 1991, and Lawal, 2008 submit learners who read just to pass examinations have in the first instances, a negative attitude towards reading and this

Corresponding Author:-Beatriz G. Clemente.
 Address:-Cagayan State University.

has negative effect on the reading comprehension performance and ultimately the inculcation of healthy reading habits.

Attitude, a pertinent concept in this paper, like reading, is a complex phenomenon. Viewed primarily from social psychological perspective, attitudes could either be a positive or negative evaluation, feeling or action of individuals toward people, objects, or things or issues in the environment (Mukherjee, 1979).

Attitude exerts a great influence on reading, language learning and academic work (Blair, Jones, and Simpson, 1975). The scholars maintain that if learners have a positive attitude about teachers and like school work, they will most likely experience some successes and thorough reinforcement, will work more effectively and achieve more nearly to their capacity. Conversely, a negative attitude usually signifies that their interest and energies are avoided elsewhere.

Attitude, as it relates to reading, is a state of mind accompanied by feelings and emotions which make reading more or less probable (Smith, 1990). The three main types of attitudes that are relative to reading behaviors as identified by Lawal (2008) are attitudes to intensive, literacy, extensive reading behaviors.

Learners' attitudes to these types of reading behaviors must not be negative/ambivalent or lopsided. Rather, they must have positive and balanced attitudes (Unoh, 1983 and Lawal, 2008). However, as these scholars revealed, most learners particularly those at secondary school levels have negative attitudes towards these reading behaviors. Majority of them focus on intensive reading which is carried out mainly for examination purpose. Adults read only for the achievements of a desired objective-success in examination or job procurements.

Learners who are not equipped with the higher-order skills usually have reading problems which invariably lead to develop intellectually. It is imperative for the teachers and the primary and secondary schools to know the systematic patterning in the reading skills clarification so as to use them to enhance learners' reading development as they ascend different academic ladder.

A few statements regarding reading attitudes have been researched such as, girls have more positive reading attitudes than boys and younger students have more positive reading attitudes than older students. While much research debates the conclusion of these statements, there is one underlying factor that all research points to. Studies indicate the amount of quality time students spend in reading, in and out of school, is influenced by their level of engagement with the text and their overall reading abilities. The students' attitudes about reading would determine the amount of time they engage in reading activities (Martinez, 2008).

The study hopes that by conducting a research on the attitudes towards reading of the pre-service teachers, a reading program may be proposed to help students remedy their reading problems and raise the students' level of positive attitude towards it.

Study Objectives

Generally, the study aimed to determine the attitude towards reading among the pre-service ESL teachers of Cagayan State University. Specifically, it determined the profile of the pre-service ESL teachers in terms of age, sex, ethnicity, type of high school graduated from, grade point average in English, parent's educational attainment, parent's occupation, parent's monthly income and exposure to media; their attitude towards reading in terms of affective component, cognitive competence, value of reading towards personal and professional life, difficulty of reading as a skill, interest in reading and effort spent in reading and the relationship between the profile of the pre-service ESL teachers and their attitude towards reading.

Methodology:-

Research Design

The study used the descriptive correlational design. The descriptive design was used to determine the profile of the pre-service teachers and their attitude towards reading. The correlational design also determined the relationship between the attitude of the pre-service teachers towards reading and their select profile variables.

Locale of the Study

The study was conducted at the Cagayan State University. Specifically, it was conducted among the campuses that offer Bachelor of Secondary Education. Among them were Sanchez Mira, Gonzaga, Aparri, Lal-lo, Andrews, Lasam and Piat campuses. These campuses were chosen as the venue of the study since they offer English as specialization in the Bachelor of Secondary Education program.

Respondents and Sampling Procedure

All the 426 second and third year English major students of the College of Teacher Education at Cagayan State University currently enrolled for the school year 2016-2017 were utilized as the respondents of the study. Total enumeration was used.

Research Instrument

The main instruments used in gathering data were a questionnaire and an attitudinaire. The questionnaire was composed of three parts. The first part elicited information on the students' personal profile like age, sex, ethnicity, type of high school graduated from, and grade point average in English, the second part was about their home-related profile like parent's educational attainment, parent's occupation, parent's monthly income and the third part was on their exposure to media.

The attitudinaire was adopted from the Survey of Attitude towards Statistics Course (SATS) by Schau (2003), which was modified to obtain the student's attitude towards reading. The attitude survey was composed of 30 statements categorized as effective component, cognitive competence, value of reading towards personal and professional life, difficulty of reading as a skill, interest in reading, and effort spent in reading. Each category had five statements.

Data Gathering Procedure

A written permission to conduct the study among the six identified campuses was secured from the office of the University President. Upon approval, permission was also sought from the Executive Officers of the respondent campuses in order to obtain full cooperation from students. When permission was granted, proper coordination with the associate deans of the Teacher Education programs in the campuses was done.

Before the questionnaires and attitudinaires were distributed to the respondents, the mechanics were explained to ensure that the respondents would provide the necessary data. Close supervision by the researcher and the subject teachers of the respondents in the campuses was also enforced to ensure that students do not copy each other's answers. They were given a maximum of one hour to answer the questionnaire and the attitudinaire. The questionnaires were personally administered by the authors to elicit reliable data and additional information. Students answered the forms to obtain basic demographic information about them along with the instruments used.

Statistical Treatment

For the descriptive part of the study, frequency counts, means, standard deviations, ranks, weighted means and seven and three-point Likert scales were used.

The personal and home-related profile data were analyzed using frequency count, and percentage distribution; for the grade point average in English, mean and standard deviation were used; for media exposure, and attitude, weighted mean was used.

The 3-point scale was used in analyzing media exposure. The scale is shown below.

Numerical Equivalence	Adjectival Equivalence
3	Moderately Disagree
2	Disagree
1	Strongly Disagree

For attitude towards reading, the seven-point scale was used as shown below:

Numerical Equivalence	Adjectival Equivalence
7	Strongly Agree
6	Slightly Agree
5	Moderately Agree
4	Neither Agree nor Disagree
3	Moderately Disagree
2	Slightly Disagree
1	Strongly Disagree

For the relationship between the profile of the students and attitudes towards reading, the Pearson Product Moment Correlation (Pearson r) was used.

Discussion of Findings:-

Personal Profile of the Students

The profile of the pre-service ESL teachers as regards to sex, age, ethnicity, type of high school graduated from, and grade point average in English is presented in Table 1. The female students outnumbered the male students with frequencies of 320 or 75.1 percent and 106 or 24.9 percent, respectively. This finding implies that the prospective ESL teachers of Cagayan State University is female dominated.

Table 1:-Personal profile of the pre-service ESL teachers.

Category	Frequency (n=426)	Percent
Sex		
Male	106	24.9
Female	320	75.1
Age		
17	23	5.4
18	147	34.5
19	158	37.1
20	86	20.2
21 & older	12	2.8
Type of Secondary School Graduated From		
Private	87	20.4
Public	339	79.6
Ethnicity		
Ilokano	331	77.7
Itawes	55	12.9
Ibanag	8	1.9
Tagalog	17	4.0
Others (Kalinga, Kapampangan, Malaweg, Waray, Isnag)	15	3.5
Grade Point Average		
80 – 85	82	19.2
86 – 90	288	67.6
91 – 95	51	12.0
96 – 100	5	1.2
Mean = 88.06 SD = 2.86		

For their ages, 158 or 37.1 percent of the pre-service ESL teachers were aged 19 followed by the 147 or 34.5 percent aged 18 and the rest were 20, 17 and 20 & above with frequencies of 86, 23 and 12, or 20.2, 5.4 and 2.8 percent, respectively. This finding implies that the pre-service ESL teachers are on the right ages for their year level for only those enrolled in the second and third year were considered as respondents.

For ethnicity, 331 or 77.7 percent of the pre-service ESL teachers were Ilocanos, followed by the 55 or 12.9 percent Itawes and the least were the eight or 1.9 percent Ibanags. Findings show that the pre-service ESL teachers are dominated by the Ilocano community.

The majority of the pre-service ESL teachers graduated from a public high school with 339 or 79.6 percent compared to the 87 or 20.4 who graduated from a private high school. This finding implies that the free education offered in public high schools attract parents to enroll their children in public high schools.

Finally, more than half (288 or 67.6) of the pre-service ESL teachers garnered an average grade on the 86-90 range on their basic English subjects (grammar and composition 1 and 2, speech and oral communication, Philippine and world literatures) followed by those whose grades were from 80-85 with 82 or 19.2 percent, 91-95 and 96-100 with frequencies of 51 and 5, or 12 and 1.2 percent, respectively. This finding implies that the pre-service ESL teachers perform very satisfactorily in the basic English subjects.

Home-Related Profile

When asked about the pre-service ESL teachers' educational attainment of parents, results reveal that 102 or 23.9 percent of their mothers and 100 or 23.5 of their fathers finished high school followed by the 84 or 19.7 percent mothers under the high school level and the 76 or 17.8 percent fathers under the elementary level. Only few (57 or 13.4 percent) mothers and 60 or 14.1 percent fathers finished college. These results imply that the pre-service ESL teachers' parents are non-degree holders.

Table 2:-Home-related profile of the pre-service EFL teachers.

Educational Attainment	Frequency (n=426)		Percent	
	Frequency (n=426)	Percent	Frequency (n=426)	Percent
	Mother		Father	
Elementary Level	65	15.3	76	17.8
Elementary Graduate	49	11.5	46	10.8
High School Level	84	19.7	64	15.0
High School Graduate	102	23.9	100	23.5
College Level	63	14.8	70	16.4
College Graduate	57	13.4	60	14.1
Vocational Graduate	3	.7	10	2.3
MA Graduate	2	.5	-	-
PhD Graduate	1	.2	-	-
	Mother		Father	
Occupation				
Farming	59	13.8	200	46.9
OFW	41	9.6	10	2.3
Entrepreneurship	48	11.3	22	5.2
Unemployed	223	52.3	55	12.9
House Helper /Utility Work	9	2.1	9	2.1
Teaching	20	4.7		
BHW	8	1.9		
Driving			52	12.2
Carpentry			37	8.7
Technician			7	1.6
Others (self-employed, utility, fishing, engineering, teaching, self-employed, bank employee, politician, baker, office work, deceased)	18	4.2	34	8.0
Parents' Monthly Income				
10,000 and Below	317	74.4		
10,001 – 20,000	59	13.8		
20,001 – 30,000	35	8.2		
30,001 – 40,000	5	1.2		
40,001 – 50,000	5	1.2		
50,001 and Above	5	1.2		

For their parents' occupation, half (223 or 52.3 percent) of their mothers were unemployed. It means they were plain housewives who never got paid of their services. Their fathers (200 or 46.9 percent) were farmers and drivers with (52 or 12.2 percent). Others (55 or 12.9 percent) were even unemployed. This finding implies that the pre-service ESL teachers' parents have seasonal jobs.

For their parents' monthly income, the majority (317 or 74.4 percent) earned a monthly income range of 10,000 and below followed by those whose income ranged 10,001 to 20,000 and 20,001 to 30,000 with frequencies of 59 or 13.8, and 35 or 8.2 percent, respectively.

These findings imply that the pre-service ESL teachers' parents live within the poverty line. This finding jibes with their parents having no stable jobs because they are non-degree holders.

Students' Exposure to Media

The grand mean of 1.77 reveals that the pre-service ESL teachers sometimes read printed materials and other sources of information. According to them, they sometimes read their textbooks, reference materials, dictionaries and watt pads with weighted means of 2.05, 1.94, 2.13, and 2.00, respectively. They never read e-books, journals, pocketbooks, magazines, dictionaries and bibles.

This finding implies that the pre-service ESL teachers' reading skill is not yet fully developed and they have not developed the habit and love for reading. As such, they have less exposure to the English language, resulting to their inability to acquire passive and active vocabulary.

Several studies on first language acquisition have confirmed the hypothesis that reading can contribute to incidental vocabulary learning (Nagy, et al., 1985; Nagy et al., 1987). They have shown that learners can learn the meaning of a considerable number of previously unknown words, that the acquisition of words from reading depends to a great extent on the frequency of the words in the text, and that an important factor that affects the rate of acquisition is the conceptual difficulty of words.

On second language learning, Krashen (2004) claims that foreign language learners can also acquire vocabulary through reading and that exposing learners to comprehensible input that is slightly beyond their current level can result in successful language acquisition. Several studies on second/foreign language acquisition e.g., (Brown et al., 2008; Pigada and Schmitt, 2006; Waring and Takaki, 2003; and Zahar et al., 2001) have demonstrated that reading can help learners enrich their vocabulary knowledge through reading. The findings in these studies imply that reading can be an important source for vocabulary acquisition.

Table 3:-Students' exposure to English printed materials and other sources of information.

English Materials	Weighted Mean	Description
E-Book	1.57	Never
Journal	1.59	Never
Textbooks	2.05	Sometimes
Reference Books	1.94	Sometimes
Pocketbooks	1.45	Never
Magazines	1.57	Never
Newspapers	1.55	Never
Bible	1.85	Never
Dictionary	2.13	Sometimes
Watt Pad	2.00	Sometimes
Overall Weighted Mean	1.77	Sometimes

Legend:

- 1.0 – 1.66 Never
- 1.67 – 2.33 Sometimes
- 1.34 – 3.00 Always

In addition, Nation (2001: 232) remarks that learning vocabulary from context may be the most important way of learning vocabulary and probably the only option for improving the language outside the classroom in foreign language contexts.

Attitude of Prospective ESL Teachers towards Reading

The attitude of pre-service ESL teachers towards reading is classified into six components namely: affective component, cognitive competence, value of reading to personal and professional lives, difficulty of reading as a skill, interest in reading and the efforts spent in reading.

For the affective component, the category means of 3.97 shows that the pre-service ESL teachers neither agreed nor disagreed that reading affects them. However, they moderately agreed that they like reading with a mean of 6.03, slightly agreed (5.25) that they enjoy attending classes that require reading tasks and slightly disagreed that they felt insecure when reading, got frustrated going over reading tests and were under stress during a reading class with the following weighted means of 2.99, 2.88, and 2.69, respectively.

For the cognitive competence, they moderately agreed that they learn and develop reading skills, and understand reading comprehension tasks with mean ratings of 5.91 and 5.54, respectively. However, they slightly disagreed that they found difficulty understanding concepts in a reading task, and that they made a lot of reading comprehension errors with means of 3.48 and 3.17, respectively.

The category mean of 4.11 reveals that the pre-service ESL teachers neither agreed nor disagreed on the statements presented. This result implies that understanding concepts in reading tasks is not a problem to them. Hence, they can manage doing and comprehending reading activities given them.

For the value of reading to their personal and professional lives, they moderately agreed that they use reading skills in their everyday lives with weighted mean of 5.95, and that reading skills make their lives more employable (5.43). On the contrary, they strongly disagreed that reading skills are worthless, have no application in their lives, and lessons derived from reading have no application in their profession. Generally, they slightly disagreed that reading skills has no value in their personal and professional lives. For them, their reading skill is very relevant to develop their personality and values formation.

Moreover, they moderately agreed that reading skills require a great deal of discipline, and people have to learn a new way of thinking to succeed in reading, but they slightly agreed that reading skills are quickly learned by most people. They neither agreed nor disagreed that critical reading tasks are easy to understand with weighted means of 5.96, 5.80, 5.18, 4.07, and 3.38, respectively. The category mean of 4.88 means that the pre-service ESL teachers slightly agree that students need to concentrate and comprehend reading texts to succeed in reading.

The pre-service ESL teachers strongly agreed that reading is an avenue in discovering new information, and they moderately agreed that through reading, they can share ideas and experiences to others, integrate values learned to their lives, understand reading texts, use various strategies in reading. The category mean of 6.09 described moderately agree implies that the pre-service ESL teachers have developed interest in reading for it affects their outlook in life shared to others.

Further, the pre-service ESL teachers moderately agreed that to succeed in reading, they need to concentrate whenever they read (6.03), study hard to develop reading comprehension skills (5.86), work hard in subjects that require a lot of reading (5.59), complete all my reading assignments (5.50), and follow my schedule in reading daily (5.28). The category mean of 5.65 shows that the pre-service ESL teachers moderately agreed they really need to exert a lot of efforts in order to succeed in reading.

Finally, the overall weighed mean of 4.67 reveals that the pre-service ESL teachers slightly agreed that reading affects their lives, that they need understanding to succeed in reading, that through reading they develop values formation with self and others, that students need to concentrate and comprehend reading texts to succeed in reading, that reading affects their outlooks in life shared to others, and students need to exert a lot of efforts to succeed in reading.

Table 4:-Attitude of the students towards reading.

English Materials	Weighted Mean	Description
Affective Component		
I like reading.	6.03	Moderately Agree
I feel insecure when I have to do a reading task.	2.99	Slightly Disagree
I get frustrated going over reading tests in class.	2.88	Slightly Disagree
I am under stress during a reading class.	2.69	Slightly Disagree
I enjoy attending my classes that require reading tasks.	5.25	Slightly Agree
Category Mean	3.97	Neither Disagree nor Agree
Cognitive Competence		
I find it difficult to understand concepts in a reading task.	3.48	Slightly Disagree
I have no idea of what's going on in a subject that requires reading tasks.	2.47	Moderately Disagree
I make a lot of reading comprehension errors.	3.17	Slightly Disagree
I can learn and develop reading skills.	5.91	Moderately Agree
I understand reading comprehension tasks.	5.54	Moderately Agree
Category Mean	4.11	Neither Disagree nor Agree
Value of Reading to Personal and Professional Life		
Reading skills are worthless.	1.72	Strongly Disagree
Reading skills make me more employable.	5.43	Moderately Agree
I have no application for reading skills in my life.	1.85	Strongly Disagree
Lessons derived from reading have no application in my profession.	1.67	Strongly Disagree
I use reading skills in my everyday life.	5.95	Moderately Agree
Category Mean	3.32	Slightly Disagree
Difficulty of Reading		
Critical reading tasks are easy to understand.	4.07	Neither Disagree nor Agree
Generally, reading is a complicated task.	3.38	Slightly Disagree
Developing reading skills requires a great deal of discipline.	5.96	Moderately Agree
Most people have to learn a new way of thinking to succeed in reading.	5.80	Moderately Agree
Reading skills are quickly learned by most people.	5.18	Slightly Agree
Category Mean	4.88	Slightly Agree
Interest in Reading		
I am interested in being able to share what I read.	5.96	Moderately Agree
I am interested in integrating to my life what I read.	6.00	Moderately Agree
I am interested in understanding what I have to read.	6.15	Moderately Agree
I am interested in learning reading strategies.	6.06	Moderately Agree
I am interested in discovering new information by reading.	6.30	Strongly Agree
Category Mean	6.09	Moderately Agree
Effort Spent in Reading		
I plan to complete all my reading assignments.	5.50	Moderately Agree
I plan to work hard in subjects that require a lot of reading.	5.59	Moderately Agree
I plan to study hard to develop reading comprehension skills.	5.86	Moderately Agree
I plan to focus my concentration whenever I read.	6.03	Moderately Agree
I plan to follow my schedule in reading daily.	5.28	Slightly Agree
Category Mean	5.65	Moderately Agree
Overall Weighted Mean	4.67	Slightly Agree

Legend:

1.00 - 1.85	Strongly Disagree	4.44 - 5.29	Slightly Agree
1.86 - 2.71	Moderately Disagree	5.30 - 6.15	Moderately Agree
2.72 - 3.57	Slightly Disagree	6.16 - 7.00	Strongly Agree
3.58 - 4.43	Neither Disagree nor Agree		

These findings imply that reading touches the emotions, develop the talent, improves values formation both personal and professional, strengthens self-discipline, develops strong regard for others, and involves efforts to succeed in a reading task. Mathewson (2004), in his model of reading attitudes, asserts that a positive reading attitude does not guarantee actual reading behavior. He suggests an additional element: the *intention to read/continue reading*. He argues that measuring whether attitudes are positive or negative is of little consequence: one's attitude may be positive but one may lack the intention to read, resulting in non-reading behavior being exhibited.

Relationship between the Attitude of Students towards Reading and Select Profile Variables

Table 5 presents the relationship between the attitudes of students towards reading and select profile variables such as age, sex, type of school graduated from the elementary, previous grade in English, language spoken, media exposure, parents' educational attainment, nature of work and monthly income.

Results reveal that age, sex, frequency of reading and mothers' educational attainment significantly affected the students' attitude towards reading as reflected in the computed r values of -0.241, -0.197, 0.233, and 0.182 which are greater than the probabilities of 0.004, 0.019, 0.005, and 0.030, respectively. Hence, the null hypothesis is partially accepted.

These findings imply that the higher the educational attainment of the students' mothers, the higher their grade and the more frequent they read instructional materials, the better attitude they display towards reading. On the other hand, the negative correlation results of age and sex indicates that as age increases, their attitude towards reading decreases and the females display a more favourable attitude towards reading compared to the male students.

In support to this, research conducted by McKenna (1995) and Shapiro (1980) proved that girls have been shown to view reading as a more acceptable behavior than boys. They are more likely to have positive attitudes towards reading and maintain them over time, although their attitudes decrease at the same rate as boys.

Table 5:-Correlation results between the attitude of students towards reading and select profile variables.

Variables	r- computed	Probability	Statistical Inference*
Age	-0.241	0.004	Significant
Sex	-0.197	0.019	Significant
Type of School Graduated from Elementary	0.023	0.786	Not Significant
Previous Grade in English	0.476	0.000	Significant
Ethnicity	0.051	0.551	Not Significant
Mothers' Educational Attainment	0.182	0.030	Significant
Fathers' Educational Attainment	0.073	0.388	Not Significant
Monthly Income of Parents	-0.059	0.489	Not Significant
Frequency of Reading	0.233	0.005	Significant

tested at 0.05 level of significance

Conclusions:-

Based on the aforementioned findings, it is concluded that the pre-service ESL teachers reading touches the emotions, develop the talent, improves values formation both personal and professional, strengthens self-discipline, develops strong regard for others, and involves efforts to succeed in a reading task.

Moreover, the higher the educational attainment of the students' mothers, the higher their grade and the more frequent they read instructional materials, the better attitude they display towards reading. On the other hand, the negative correlation results of age and sex indicates that as age increases, their attitude towards reading decreases and the females display a more favourable attitude towards reading compared to the male students.

Recommendations

In the light of the findings and conclusions of the study, the following recommendations were made:

1. Teachers must encourage students to use both printed and on line reading activities to develop their reading and other macro communication skills.
2. Students must continuously develop a positive attitude and or habit of reading. It could be done with teachers using reading strategies and techniques that are attuned to their needs, interests and concerns.
3. English teachers should design activities that would enhance the reading skills of students.

References:-

1. Brown, Stephen J. et al. (2015). Attitude to the study of chemistry and its relationship with achievement in an introductory undergraduate course. *Journal of the Scholarship of Teaching and Learning*. Vol. 15, No. 2. April 2015, pp 33-41. Retrieved from doi:10.14434/josot//:v15;2.13283.
2. Li, Lilian K.Y. (2012). "A study of the attitude, self-efficacy, effort and academic achievement of city university students towards research methods and statistics." *Discovery – SS Student E-Journal* Vol. 1, 2012, 154-183.
3. McKenna, M. et al. (1995). Children's attitude towards reading: A national survey. <http://doi.org.10.2307/748205>.
4. Nation, I.S.P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
5. Pigada, Maria & Norbert Schmitt (2006). *Vocabulary acquisition from extensive reading: A case study*. University of Nottingham.
6. Schau, C. (2003). Survey of Attitudes toward Statistics (SATS-36). [Online: <http://evaluationandstatistics.com/>].
7. Shapiro, J. E. (1980). Primary children's attitude toward reading in a male and female classrooms: An exploratory study. <https://doi.org/10.1080/10862968009547378>.
8. Waring, Rob (2003). *At what rate do learners learn and retain new vocabulary from grading a graded reader?* Notre Dame Seishin University.